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The Influence of Education and Mentality on Entrepreneurial Motivation Through Attitudes of FEB UNM Students

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A B S T R A C T

Main Purpose – This study aims to analyze the influence of entrepreneurship education and entrepreneurial mindset on entrepreneurial motivation through entrepreneurial attitudes as a mediating variable in students of the Faculty of Economics and Business, Universitas Negeri Makassar
Method – A quantitative approach with an explanatory design was used in this study through the distribution of questionnaires to 100 respondents. Samples were selected using proportional random sampling techniques and data were analyzed using the path analysis method
Main Findings – The test results showed that entrepreneurship education had a significant effect on entrepreneurial attitudes, but did not have a direct effect on entrepreneurial motivation. On the other hand, the entrepreneurial mindset has been proven to have a significant direct effect on students' entrepreneurial attitudes and motivations. Furthermore, the path analysis proves that entrepreneurial attitudes function as a variable that mediates entrepreneurship education on entrepreneurial motivation.
Theory and Practical Implications – Practically, these results indicate that higher education institutions need to reorient the curriculum from theoretical to strengthening psychological aspects and forming positive attitudes of students. Academic policies should better integrate business incubator programs and practical training to stimulate students' real encouragement in entrepreneurship.
Novelty – The novelty of this research lies in proving the role of entrepreneurial attitudes as a mediating variable that explains why theoretical education requires the integration of psychological mindsets to be able to drive students' real motivation.

Keywords: entepreneurial attitude, entepreneurial mentality, enterpreneurial motivation, entepreneurship education

1. INTRODUCTION

In the era of increasingly competitive globalization, the imbalance between the growing number of university graduates and the limited availability of employment opportunities has contributed to the persistence of educated unemployment. Based on data from the Central Statistics Agency (BPS) in August 2025, the Open Unemployment Rate for Bachelor's degree graduates reached 5.12%, while Diploma graduates recorded 4.21%. These figures indicate that a considerable number of higher education graduates have not been fully absorbed into formal employment, reflecting a structural mismatch between the competencies produced by educational institutions and the demands of the labor market. In response to this condition, higher education institutions are increasingly expected to transform students from job seekers into job creators by strengthening entrepreneurial motivation as an essential outcome of the learning process.

To address this challenge, many universities have integrated entrepreneurship education into their curricula to stimulate students' business interest and entrepreneurial orientation. However, the effectiveness of theoretical entrepreneurship instruction remains debatable, particularly when classroom-based learning is confronted with practical business realities. Previous studies have shown that conventional transfer of business knowledge does not automatically develop individuals' mental readiness to bear business risks (Anubhav et al., 2024; Huang et al., 2024; Martínez-Gregorio et al., 2021; Suharti & Sirine, 2018; Zhang et al., 2022). This issue has led to an academic debate because empirical findings remain inconsistent. Some studies report that entrepreneurship education has a positive effect on students' entrepreneurial intention, whereas others find that it does not directly influence students' actual intention to start a business (Bell & Bell, 2020; Ferreira, 2020; Silesky-Gonzalez et al., 2024; Wardana et al., 2020). These inconsistent findings indicate that other internal factors may bridge the relationship between formal entrepreneurship education and students' entrepreneurial motivation.

One important research gap lies in the limited attention given to the psychological foundation of entrepreneurial mentality. Entrepreneurial mentality refers to an adaptive mindset that enables individuals to identify opportunities under conditions of uncertainty (K. et al., 2023; Rizvi et al., 2023). Much of the previous literature has focused on capital readiness and managerial technical aspects (Conz et al., 2023; Hartmann et al., 2022; Indratno & Santoso, 2022), while mental resilience as a fundamental entrepreneurial resource has received less attention. In addition, another research gap concerns the indirect mechanism through which entrepreneurship education influences entrepreneurial motivation. The direct relationship between educational exposure and entrepreneurial action may be too distant, making it necessary to examine intermediary variables. In this context, entrepreneurial attitude, which reflects students' positive or negative evaluation of entrepreneurial activities, may function as a mediating variable that transforms entrepreneurial knowledge into internal motivation

(Amani et al., 2024; Anwar et al., 2021; Otache et al., 2024; Taneja et al., 2024; Wardana et al., 2020).

To address the uncertainty regarding the impact of formal entrepreneurship education, this study proposes an integrative approach by examining not only the direct effects of entrepreneurship education and entrepreneurial mentality, but also the mediating role of entrepreneurial attitude. The use of a path analysis model allows this study to explain the psychological process through which students' entrepreneurial motivation is formed. Through this model, it can be examined whether entrepreneurship education and entrepreneurial mentality strengthen entrepreneurial attitude, which in turn enhances entrepreneurial motivation. This approach is important because entrepreneurial motivation is not merely shaped by theoretical knowledge, but also by mental readiness and students' evaluative attitudes toward entrepreneurship.

Based on the background and research gaps discussed above, this study aims to analyze the effects of entrepreneurship education and entrepreneurial mentality on entrepreneurial motivation, both directly and indirectly through entrepreneurial attitude as a mediating variable, among students of the Faculty of Economics and Business, Universitas Negeri Makassar. This study is expected to contribute theoretically to the literature on entrepreneurship and organizational behavior by clarifying the psychological mechanism linking education, mentality, attitude, and motivation. Practically, the findings are expected to provide policy recommendations for university management in developing outcome-based entrepreneurship curricula that emphasize not only theoretical knowledge, but also mental strengthening, experiential learning, and practical business incubation.

2. RESEARCH METHODS

This study employed a quantitative approach with an explanatory research design. This design was considered appropriate because the study aims to explain causal relationships among variables and to test the proposed hypotheses empirically. Specifically, this study examines the influence of entrepreneurship education and entrepreneurial mentality on entrepreneurial motivation, both directly and indirectly through entrepreneurial attitude as a mediating variable. The quantitative approach enables the researcher to measure students' perceptions systematically and analyze the relationships among variables using statistical procedures. The research was conducted at the Faculty of Economics and Business, Universitas Negeri Makassar which was selected because entrepreneurship education has been integrated into the learning process and students are expected to develop entrepreneurial orientation, attitudes, and motivation as part of higher education outcomes.

The population of this study consisted of all active students of FEB UNM who had taken compulsory entrepreneurship courses. This population was considered relevant because students who had received entrepreneurship education were assumed to have sufficient

exposure to entrepreneurial concepts, learning experiences, and business-related knowledge. The sampling technique used in this study was proportional random sampling. This technique was applied to ensure that students from each department within the faculty were proportionally represented in the sample, thereby reducing sampling bias and improving the representativeness of the data. The sample size was determined using the Slovin formula with a 10% margin of error, resulting in 100 respondents. This number was considered adequate for explanatory research using path analysis because it provides sufficient observations to estimate direct and indirect relationships among the research variables.

Data were collected using an online questionnaire distributed to the selected respondents. The questionnaire used a five-point Likert scale, ranging from strongly disagree to strongly agree, to measure respondents' perceptions of the research variables. This scale was chosen because it allows respondents to express the degree of their agreement with each statement and enables the researcher to convert subjective perceptions into measurable quantitative data. The research instrument consisted of four main variables: entrepreneurship education as the first independent variable, entrepreneurial mentality as the second independent variable, entrepreneurial attitude as the mediating variable, and entrepreneurial motivation as the dependent variable. Entrepreneurship education refers to students' perceptions of the learning process, curriculum content, teaching methods, and entrepreneurial knowledge obtained through formal courses. Entrepreneurial mentality reflects students' mindset, resilience, opportunity orientation, and readiness to face uncertainty in entrepreneurial activities. Entrepreneurial attitude represents students' positive or negative evaluation of entrepreneurship as a career choice, while entrepreneurial motivation refers to students' internal drive and willingness to engage in entrepreneurial activities.

Before conducting the main analysis, the research instrument was tested for validity and reliability to ensure the quality of the measurement. The validity test was conducted by examining the Corrected Item-Total Correlation value for each questionnaire item. Items with acceptable correlation values were considered valid because they were able to measure the intended construct. Reliability was tested using Cronbach's Alpha coefficient to assess the internal consistency of the items within each variable. A reliable instrument indicates that the measurement items consistently represent the same construct and can be used for further statistical analysis. These preliminary tests were important to ensure that the data collected from respondents were suitable for hypothesis testing and path analysis.

The empirical model in this study was developed using path analysis. Path analysis was selected because the research model involves both direct and indirect relationships among variables. This method allows the researcher to examine whether entrepreneurship education and entrepreneurial mentality directly influence entrepreneurial motivation and whether entrepreneurial attitude mediates these relationships. The model was structured into two

regression equations. The first structural equation examines the effects of entrepreneurship education and entrepreneurial mentality on entrepreneurial attitude. The second structural equation examines the effects of entrepreneurship education, entrepreneurial mentality, and entrepreneurial attitude on entrepreneurial motivation. Through this structure, the study is able to identify not only the direct effects of the independent variables on entrepreneurial motivation but also the indirect effects that operate through entrepreneurial attitude.

The data analysis was conducted using IBM SPSS statistical software. Several stages of analysis were performed, including descriptive analysis, instrument testing, regression-based path analysis, hypothesis testing, and mediation testing. Hypothesis testing was conducted using the t-test to examine the partial effect of each independent variable on the dependent variable. In addition, the coefficient of determination was used to evaluate the extent to which the independent variables explain variations in the mediating and dependent variables. To examine the significance of the indirect effect, this study applied the Sobel test. The Sobel test was used to determine whether entrepreneurial attitude significantly mediates the relationship between entrepreneurship education and entrepreneurial motivation, as well as the relationship between entrepreneurial mentality and entrepreneurial motivation. This test measures the strength of the indirect effect by considering the multiplication of the path coefficients and their standard errors. Therefore, the use of path analysis combined with the Sobel test was considered appropriate for explaining the direct and indirect mechanisms through which entrepreneurship education and entrepreneurial mentality shape students' entrepreneurial motivation.

3. RESULT AND DISCUSSION

The preliminary analysis confirmed that the research instruments and statistical model met the required analytical criteria. All questionnaire items were valid and reliable, as indicated by validity coefficients greater than the critical value of 0.196 and Cronbach's Alpha values exceeding 0.70. In addition, the classical assumption tests showed that the regression model met the normality assumption, did not indicate multicollinearity, and was free from heteroscedasticity. These results indicate that the data were appropriate for further structural testing using path analysis.

The path analysis results show that entrepreneurship education and entrepreneurial mentality have positive and significant effects on entrepreneurial attitude. Entrepreneurship education contributes to shaping students' perceptions of entrepreneurship as a meaningful, feasible, and desirable career option, while entrepreneurial mentality strengthens students' positive evaluations through resilience, opportunity orientation, confidence in facing uncertainty, and readiness to deal with business challenges. These findings suggest that entrepreneurial attitude is shaped not only by formal educational exposure, but also by students' internal psychological readiness. Therefore, entrepreneurship development in

higher education should not only emphasize curriculum content, but also strengthen students' mindset and readiness to engage in entrepreneurial activities.

A different pattern emerged in the second structural model, where entrepreneurship education did not have a significant direct effect on entrepreneurial motivation. This finding reveals an important theoretical anomaly because entrepreneurship education is generally expected to directly stimulate students' motivation to become entrepreneurs. In the context of FEB UNM students, entrepreneurship education appears to function more as a cognitive input than as a direct motivational driver. Students may acquire knowledge about business planning, management principles, market analysis, and entrepreneurial concepts, but such knowledge may remain at the level of academic comprehension if it is not accompanied by affective internalization and experiential engagement. This argument is consistent with previous studies showing that entrepreneurship education does not always produce a direct effect on entrepreneurial intention or motivation, particularly when psychological mechanisms such as attitude, self-efficacy, and mindset are not adequately considered (Anwar et al., 2021; Martínez-Gregorio et al., 2021; Wardana et al., 2020; Zhang et al., 2022).

This result can be understood through the distinction between knowing entrepreneurship and becoming entrepreneurial. Entrepreneurship education may improve students' awareness and understanding of entrepreneurial concepts, but motivation requires a deeper psychological process involving value formation, emotional acceptance, perceived feasibility, and personal relevance. When entrepreneurship learning is dominated by classroom-based activities, such as lectures, assignments, and business plan preparation, students may perceive entrepreneurship merely as an academic subject rather than as a career path to be pursued. Experiential entrepreneurship education literature emphasizes that entrepreneurial learning becomes more effective when students are exposed to practice-based activities, real business problems, reflective learning, and direct entrepreneurial experiences (Bell & Bell, 2020; Ferreira, 2020; Silesky-Gonzalez et al., 2024). Thus, the insignificant direct effect of entrepreneurship education should not be interpreted as evidence that entrepreneurship education is unimportant, but rather as an indication that entrepreneurship education must first activate students' entrepreneurial attitude before it can strengthen entrepreneurial motivation.

The mediation analysis further supports this interpretation. The Sobel test shows that entrepreneurial attitude significantly mediates the relationship between entrepreneurship education and entrepreneurial motivation, indicating full mediation. This means that entrepreneurship education can influence entrepreneurial motivation only when it successfully shapes students' positive attitudes toward entrepreneurship. This finding is consistent with the Theory of Planned Behavior, which explains that intention and behavior are shaped by attitudes toward the behavior, subjective norms, and perceived behavioral control (Hagger et al., 2022). In this study, entrepreneurial attitude functions as a psychological

conversion mechanism that transforms cognitive learning into affective and motivational outcomes. Previous studies also confirm that entrepreneurial attitude plays an important role in linking entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial intention among university students (Amani et al., 2024; Anwar et al., 2021; Otache et al., 2024; Taneja et al., 2024; Wardana et al., 2020).

In contrast to entrepreneurship education, entrepreneurial mentality has a positive and significant direct effect on entrepreneurial motivation. This finding indicates that students' internal psychological configuration plays a stronger and more immediate role in shaping entrepreneurial readiness. Entrepreneurial mentality reflects the ability to recognize opportunities, tolerate uncertainty, persist under pressure, learn from failure, and respond creatively to changing conditions. Students with a strong entrepreneurial mentality are more likely to perceive business uncertainty not as a threat, but as a space for growth and value creation. This interpretation is supported by studies emphasizing that entrepreneurial mindset, self-management, psychological resilience, and entrepreneurial attitude are important in strengthening entrepreneurial behavior and business sustainability (Hartmann et al., 2022; K. et al., 2023; Rizvi et al., 2023). This finding also reinforces trait-based and psychological perspectives in entrepreneurship, which argue that individual psychological attributes are important predictors of entrepreneurial behavior and resilience (Conz et al., 2023; Hartmann et al., 2022; Rizvi et al., 2023).

The partial mediating role of entrepreneurial attitude in the relationship between entrepreneurial mentality and entrepreneurial motivation provides a more nuanced explanation. Entrepreneurial mentality can directly influence motivation because students with strong internal readiness already possess confidence and persistence to pursue entrepreneurial goals. However, this influence becomes stronger when mentality is accompanied by a positive attitude toward entrepreneurship. In this sense, mentality provides psychological energy, while attitude provides evaluative direction. Mentality helps students endure uncertainty, whereas attitude helps them perceive entrepreneurship as meaningful and desirable. Previous studies have also shown that attitude and self-efficacy function as important psychological channels through which entrepreneurial education, mindset, and experiential learning influence entrepreneurial intention and motivation (Amani et al., 2024; Anwar et al., 2021; Otache et al., 2024; Taneja et al., 2024; Wardana et al., 2020).

These findings suggest that entrepreneurship education still faces a pedagogical gap when it is delivered mainly through theoretical and classroom-based instruction. If entrepreneurship courses emphasize concepts without sufficient experiential learning, mentoring, market exposure, and business experimentation, students may understand entrepreneurship intellectually but remain unmotivated to practice it. Recent studies also highlight the importance of technology-enabled learning, experiential methods, opportunity recognition, and self-efficacy development in strengthening entrepreneurial outcomes

(Anubhav et al., 2024; Huang et al., 2024; Martínez-Gregorio et al., 2021; Otache et al., 2024; Zhang et al., 2022). Therefore, FEB UNM should position entrepreneurship not merely as a formal course, but as an ecosystem that develops entrepreneurial attitude and mentality through real business projects, interaction with entrepreneurs, business competitions, access to seed funding, continuous mentoring, and reflective learning. Such activities can strengthen resilience, self-efficacy, opportunity recognition, and readiness to face business uncertainty, which are essential for improving entrepreneurial outcomes (Anubhav et al., 2024; Bell & Bell, 2020; Huang et al., 2024; Otache et al., 2024; Silesky-Gonzalez et al., 2024).

Overall, the findings indicate that the formation of entrepreneurial motivation among students is a staged psychological process. Entrepreneurship education contributes to motivation only when it first shapes entrepreneurial attitude, while entrepreneurial mentality has both direct and indirect effects because it is rooted in students' internal readiness. This study contributes to entrepreneurship literature by demonstrating that motivation cannot be explained solely through educational exposure or curriculum participation. Instead, entrepreneurial motivation emerges from the interaction between knowledge, mentality, and attitude. This conclusion is consistent with contemporary entrepreneurship studies emphasizing that entrepreneurial intention and motivation are shaped by a combination of education, mindset, self-efficacy, attitude, and experiential learning processes (Amani et al., 2024; Anwar et al., 2021; Martínez-Gregorio et al., 2021; Taneja et al., 2024; Wardana et al., 2020; Zhang et al., 2022). For higher education institutions, this means that entrepreneurship programs should be designed as transformative learning systems that combine theoretical knowledge, attitude formation, psychological strengthening, and experiential business practice to produce graduates who are not only knowledgeable about entrepreneurship, but also mentally prepared, emotionally committed, and motivated to create sustainable business ventures.

CONCLUSION

This study concludes that entrepreneurship education does not directly increase students' entrepreneurial motivation, although it significantly shapes entrepreneurial attitude. Entrepreneurial mentality, on the other hand, directly strengthens both entrepreneurial attitude and entrepreneurial motivation. The key finding of this study is that entrepreneurial attitude fully mediates the relationship between entrepreneurship education and entrepreneurial motivation, showing that classroom-based entrepreneurial knowledge is not sufficient to encourage students to start a business unless it first develops a positive evaluation of entrepreneurship and psychological readiness to face entrepreneurial challenges. These findings suggest that entrepreneurship education at the Faculty of Economics and Business, Universitas Negeri Makassar, should move beyond theoretical instruction and be directed toward an outcome-based learning model that strengthens attitude formation,

entrepreneurial mentality, experiential learning, and real business practice. Universities need to support this process through business incubation, mentoring, access to seed funding, and collaboration with business practitioners, while policymakers should encourage entrepreneurship programs that connect academic learning with industry experience and regional economic needs. For students and society, stronger entrepreneurial motivation can help transform graduates from job seekers into job creators and contribute to reducing educated unemployment. This study is limited to 100 respondents from one faculty and relies on self-reported questionnaire data, which may limit generalizability and create potential response bias. Future research should involve broader samples across universities and combine quantitative surveys with qualitative interviews to obtain a deeper understanding of the factors that shape students' entrepreneurial motivation.

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